

# Evaluation of Evidence Guide

## Early Childhood through Young Adulthood/School Counseling Portfolio Entry 1

1. **Aspects of school counseling. As you read through the response, note evidence pertaining to EACH of the aspects listed below. Evidence may come from one or more data sources for any one aspect.**
  - a) **KNOWLEDGE OF STUDENTS (KOS):** Is there evidence that the candidate has used knowledge of students to identify a critical need and collect and analyze data that provide insightful information which will inform the planning for the small group session?
  - b) **GOALS/CONNECTIONS (G/C):** What are the goals and how are they matched to activities, materials, curricula, and the overall school counseling program? What are the connections between the identified critical need, the data collected, and goals of this session?
  - c) **COLLABORATION (COLL):** What is the evidence that the candidate collaborated effectively with appropriate school staff, family, and the community? How did this collaboration assist the candidate in decision-making regarding service to students?
  - d) **GROUP PROCESS (GP):** What evidence has the candidate provided for the small group session and structured activity? What techniques were described to generate student involvement and afford students opportunities for making sound judgments? What theories/theorist guided this candidate's group work? How well is the structured activity described and the connection made to the small group session?
  - e) **FAIRNESS, EQUITY, AND DIVERSITY (FED):** What is the evidence that the candidate practiced ethical codes of the profession in relation to the group? What is the evidence that the candidate ensures fairness, equity, and diversity for all group members?
  - f) **SCHOOL COUNSELING PROGRAM (SCP):** How well does the small group session relate to the school counseling program and the mission of the school?
  - g) **SCHOOL CLIMATE (SC):** How did the candidate's small group session help to establish a positive school climate and how did it contribute to educational achievement?
  - h) **ANALYSIS (ANA):** Is the assignment described thoroughly, including how it connects to the small group session? What are the patterns, if any, and how is the pattern connected to the student need? What is the evidence that the student work samples have informed the candidate's understanding?

- i) REFLECTION (R): How did the candidate seek to improve counseling through the process of reflection? Did the candidate plan to modify future practice and seek alternative approaches and techniques based upon reflective practice? How has the candidate encouraged students to discover their own personal and social strengths?

**2. Do the counseling techniques and interactions used promote the student’s personal/social development? (Answer for each student.) Think about the quality of and the links among the different parts of the evidence. Are the parts and links logical, accurate, and complete? The links to think about are:**

- the critical need identified  $\leftrightarrow$  data collection and analysis
- the data collection and analysis  $\leftrightarrow$  small group session
- the small group session  $\leftrightarrow$  structured activity
- the structured activity  $\leftrightarrow$  the student work (i.e., quality of “fit”: do the two sources support and enhance each other or do they conflict and undermine each other?)

**3. Does the counselor’s general approach to counseling support student growth? Consider:**

- is there support for students to assess, reflect, and discover their own personal and social strengths?
- does the small group session afford students with opportunities to practice making sound judgments and to develop skills that are important in and out of school?
- does the counselor recognize that the counseling process is a complex process, allowing for multiple techniques, multiple stages of development, and collaboration with appropriate individuals, and reflection?
- does the counselor’s use of counseling resources, community resources, assessment, and feedback support students’ continued growth in personal/social development?

4. **Think about the performance as a whole. Overall, what is the nature of the evidence that the counselor is able to identify a critical need, collect and analyze data to design a small group session that provides responsive services that address student needs in the personal/social domain? Think about this in terms of:**
- evidence in the written commentary
  - your judgment of the effectiveness of the counseling session and the level of engagement in the structured activity, and the student work elicited during the structured activity
  - the links among the different aspects of the performance

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## Early Childhood through Young Adulthood/School Counseling Portfolio Entry 2

1. **Aspects of school counseling. As you read through the response, note evidence pertaining to EACH of the aspects listed below. Evidence may come from one or more data sources for any one aspect.**
  - a) **KNOWLEDGE OF STUDENTS (KOS):** Is there evidence that the candidate has used knowledge of early childhood through young adulthood students' interests, needs, and abilities in the area of career development to inform instruction?
  - b) **CONTENT KNOWLEDGE (CK):** How strong is the candidate's content knowledge related to the topic selected and how appropriate is this topic for the selected class?
  - c) **GOALS/CONNECTIONS (G/C):** What are the connections between goals, student needs, and instruction? Are the goals appropriate, worthwhile, and challenging for this class?
  - d) **INSTRUCTION (INS):** What skills, concepts, and attitudes did the students begin to develop during the lesson? What is the level of engagement of the students during the lesson? Was there active problem solving and critical thinking during the lesson? Were there student-to-student interactions during the lesson? How effective were they?
  - e) **COUNSELING THEORIES (CT):** What theories and/or techniques did the candidate utilize in the career development lesson?
  - f) **CLASSROOM MANAGEMENT (CM):** What classroom management techniques did the candidate utilize to enable all students to benefit from the instruction provided?
  - g) **SCHOOL COUNSELING PROGRAM (SCP):** How well does the career development lesson relate to the school counseling program and the mission of the school? What student competencies did the candidate address within this lesson?
  - h) **COLLABORATION (COL):** To what extent was there community involvement in the career development lesson? How was this demonstrated?
  - i) **FAIRNESS, EQUITY, AND DIVERSITY (FED):** What is the evidence that the candidate ensures fairness, equity, and diversity for all students? How has the candidate encouraged the exploration of both traditional and nontraditional careers?

- j) **ANALYSIS (ANA):** Is there an accurate analysis of the career development lesson and student learning? What assessment and feedback were used?
- k) **RESOURCES AND TECHNOLOGIES (RT):** Were appropriate resources and technologies used which promoted student learning? How were they integrated into the career development lesson? How did the instructional materials used help students achieve the goals of the lesson?
- l) **REFLECTION (R):** Was the candidate able to identify the parts of the lesson that were most effective and discuss why? How did the candidate seek to improve instruction through the process of reflection? What is the extent to which students have increased their knowledge of career development? How does the candidate know this? How did the candidate plan to modify future practice and seek alternative approaches and techniques based upon reflective practice? What is the plan to follow up with these students following this lesson?

**2. Do the instructional techniques and interactions used promote the student's exploration of career development? Think about the quality of and the links among the different parts of the evidence. Are the parts and links logical, accurate, and complete? The links to think about are:**

- information about the whole class  $\longleftrightarrow$  the goals  $\longleftrightarrow$  the career development lesson
- the instruction and materials  $\longleftrightarrow$  analysis of instruction  $\longleftrightarrow$  reflection
- the written commentary  $\longleftrightarrow$  video recording evidence (i.e., the quality of "fit": does the video recording support and enhance the written commentary and analysis or does it conflict?)

**3. Think about the performance as a whole. Overall, what is the nature of the evidence that the counselor is able to deliver a whole class lesson that advances students' exploration of career development?**

**Think about this in terms of:**

- evidence in the written commentary
- evidence in the video recording
- your judgment of the effectiveness of the instruction and the resources used to further student growth and understanding of career development
- the links between the written commentary and the video recording

# Evaluation of Evidence Guide

## Early Childhood through Young Adulthood/School Counseling Portfolio Entry 3

1. **Aspects of school counseling. As you read through the response, note evidence pertaining to EACH of the aspects listed below. Evidence may come from one or more data sources for any one aspect.**
  - a) **KNOWLEDGE OF STUDENTS (KOS):** Is there evidence that the candidate has used knowledge of early childhood through young adulthood students' needs, abilities, and learning styles to inform the counseling session for this featured student? What is the academic need that has been identified for this student? Is the need related to motivation, skill development, or another factor? How does the candidate know this?
  - b) **COUNSELING ENVIRONMENT (CE):** What is the evidence that the candidate fostered a counseling environment that was purposeful, supportive, and safe for the student?
  - c) **FAIRNESS, EQUITY, AND DIVERSITY (FED):** What is the evidence that the candidate ensures fairness, equity, and diversity for this student? How did the candidate assure academic rigor for this student?
  - d) **ENGAGEMENT (ENG):** How did the candidate engage the student in meaningful discussion concerning his or her academic needs? Was the discussion open including active student participation related to the student's evaluation of his or her academic progress? How did the candidate assist the student in setting goals? How did the candidate enhance student awareness about academic learning styles?
  - e) **GOALS/CONNECTIONS (G/C):** How well are the goals for this session described? Why are they appropriate for this student? Is there a link between the academic need, the goals set, and the learning style of the student? How did the counselor assure that the goals were met for the session?
  - f) **COLLABORATION (COL):** How did the student assist in creating the plan? Is there evidence that the candidate effectively collaborated with appropriate school staff, family, and the community regarding the implementation of the plan? What impact did these collaborations have on the development and implementation of the academic plan?
  - g) **COUNSELING SKILLS AND TECHNIQUES (CS&T):** What were the counseling skills and techniques that were utilized? How well does the candidate discuss the rationale and the theoretical background of these techniques? How effective were the techniques? Was the candidate able to adjust the counseling approach when needed during the session? What does the candidate indicate took place during the counseling session besides what was seen on the video recording?

- h) **COUNSELING THEORY (CT):** What is the evidence that the candidate demonstrated a deep knowledge of human growth and development along with academic theories in the planning of the session and the development of the academic plan?
- i) **ACADEMIC INTERVENTION PLAN (AIP):** How did the candidate use the data gathered to inform the collaborative creation of the plan? How does the academic intervention plan directly address the academic need that was identified? How will this plan be monitored?
- j) **ANALYSIS (ANA):** Is there a thorough and accurate analysis of the data, counseling techniques, and the student’s academic progress and plan?
- k) **SCHOOL COUNSELING PROGRAM (SCP):** How does the academic intervention relate to the school counseling program and the mission of the school?
- l) **REFLECTION (R):** To what extent does the candidate identify what went well and not so well within the session? What short- and long-term impact does the candidate’s work have on this student and with others that have similar needs within the school? How does the candidate plan to modify future practice and seek alternative approaches and techniques based upon reflective practice?

**2. Do the counseling techniques and interactions used promote the student’s academic progress? Think about the quality of and the links among the different parts of the evidence. Are the parts and links logical, accurate, and complete? The links to think about are:**

- information about the individual student needs ← → the goals ↔ the academic counseling session
- the academic counseling session ← → the academic intervention plan
- the written commentary ← → video recording evidence (i.e., the quality of “fit”: does the video recording support and enhance the written commentary and analysis or does it conflict?)

3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the counselor is able to deliver an individual counseling session that addresses the academic need and growth of the student?**

**Think about this in terms of:**

- evidence in the written commentary
- evidence in the video recording
- your judgment of the effectiveness of the academic counseling session and the resources used to further student growth and understanding of academic progress
- the links between the written commentary and the video recording

# Evaluation of Evidence Guide

## Early Childhood through Young Adulthood/School Counseling Portfolio Entry 4

### 1. Accomplishments:

- Briefly describe each accomplishment, and note the documentation provided by candidates.
- Note the aspect(s) addressed in the evidence for each accomplishment as described below:
  - a) **COUNSELOR AS PARTNER WITH FAMILIES AND COMMUNITY (P-F/C):** Evidence that the counselor treats parents and other interested adults as valued partners in the child's development and education. Also, evidence that school–community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance counseling and learning. Evidence that the counselor fosters two-way dialogue with parents and other interested adults.
  - b) **COUNSELOR AS LEARNER (CL):** Evidence that the counselor has engaged in ongoing professional development whereby he or she has strengthened his or her knowledge, skills, and abilities relevant to his or her counseling context. Does the counselor seek information on current theories and research—and their applications—through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to his or her counseling and learning context?
  - c) **COUNSELOR AS LEADER/COLLABORATOR (L/C):** Evidence that the counselor has worked collaboratively with colleagues to improve counseling and learning (within school or in wider professional community). Also, evidence that the counselor has shared his or her expertise in a leadership role with other educators so that counseling and learning can be improved.
- Evaluate each accomplishment and its impact on student learning and the improvement of the school counseling program.

### 2. Reflective Summary: Does the counselor explain what was most effective in impacting student learning and improving the school counseling program and why it was effective? Does the counselor plan for impacting student learning and improving the school counseling program in the future? Describe and evaluate the summary.

**3. Looking at the descriptions and the documentation together with the Reflective Summary, what is the nature of the “fit” among them? Consider the following:**

- descriptions  $\longleftrightarrow$  supporting documentation  $\longleftrightarrow$  reflective summary (Each and every accomplishment listed by the counselor need not be verified by supporting documentation, and the documentation may not necessarily address every detail of the counselor’s description.)
- supporting documentation  $\longleftrightarrow$  outreach to families and the community; development as a learner; and leading/collaborating with the professional community  $\longleftrightarrow$  reflective summary

**4. Appropriateness and extent of outreach to families and the community, professional development, and work with colleagues. Consider the following evidence:**

- that the strategies used by the counselor to reach out to families and the community are appropriate for his or her students and extensive enough to engage families and the community in two-way communication for the purpose of impacting student learning and improving the school counseling program
- that the communications with families and community address substantive counseling and learning issues and student progress (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues.)
- that professional development activities and work with colleagues is ongoing, showing the application of improved content knowledge and/or pedagogical approaches that impact student learning and improve the school counseling program

**5. Think about the performance as a whole. Overall, what is the nature of the evidence that the counselor is able to impact student learning and the school counseling program through partnerships with families, and the community, and work as a learner, leader, and collaborator? Think about this in terms of the following areas:**

- Counselor as Partner with Families and the Community
- Counselor as Learner
- Counselor as Leader/Collaborator